

**Team Evaluation Summary Report and Prior Notice of Eligibility Determination:
Specific Learning Disabilities**

SpEd 5k 1105

Student _____ Date of meeting _____

School _____ Grade _____ DOB _____

Definition: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Assessment Information for Classification

Ability Data	Date	Results
<input type="checkbox"/> Woodcock Johnson Cognitive	_____	_____
<input type="checkbox"/> Wechsler Scales	_____	_____
<input type="checkbox"/> Other: _____	_____	_____
<input type="checkbox"/> Other: _____	_____	_____

Achievement Data	Date	Results
<input type="checkbox"/> Woodcock Johnson Achievement	_____	_____
<input type="checkbox"/> Other _____	_____	_____
<input type="checkbox"/> Classroom Data	_____	_____
<input type="checkbox"/> Core Tests	_____	_____
<input type="checkbox"/> Other: _____	_____	_____

Information from Parents _____

Eligibility Criteria

Based on the district/charter school-adopted eligibility procedure that meets the state eligibility criteria, this student has a Specific Learning Disability in the following area(s): *(See attached LD Estimator discrepancy report; or report* of instructional strategies used and data on student's response to intervention.)*

<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Math Reasoning
<input type="checkbox"/> Basic Reading Skills	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Math Calculations

*See reverse for details of what this report must contain.

Is the student primarily identified as manifesting any other disabling conditions described in the USOE Special Education Rules?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the severity of the deficit require special education and related services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Can this student's educational needs be addressed without special education and related services?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are there educationally relevant medical findings? Attach supporting data.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is a lack of instruction in reading or math the primary factor in determining eligibility?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is limited English proficiency the primary factor in determining eligibility?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Disclaimers

Are the student's learning problems primarily the result of:

- | | | |
|--|------------------------------|-----------------------------|
| • Lack of instruction in one or more of the specific areas of learning disability? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • A visual disability? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • A hearing disability? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • A motor disability? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • An intellectual disability? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • An emotional disturbance? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • An environmental disadvantage? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • A cultural disadvantage? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • An economic disadvantage? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Describe the relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning (Attach LD observation form).

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Parent Prior Notice for Eligibility Determination

The Procedural Safeguards you have received upon the student's referral afford you protection. You may request another copy from the special education teacher at any time. If you have any questions regarding this notice or Procedural Safeguards, contact the principal or the special education teacher at the student's school.

Based on the evaluation data, the multidisciplinary team proposes the following action:

- ☐ This student has the educational classification of Specific Learning Disabilities, as defined in the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and requires specialized instruction.
- ☐ This student does **not** have the educational classification of Specific Learning Disabilities, as defined in the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and does not require specialized instruction.

Team Participants Signatures

Title

Date

Parent (signature acknowledges receipt of copy)
Regular Education Teacher
Special Education Teacher

*LEA Representative**

**Signature of LEA representative certifies that team is collectively qualifies to conduct individual diagnostic assessments, interpret assessment and intervention data, develop educational and transitional recommendations based on the assessment data, and deliver and monitor specifically designed instruction and services for child with learning disabilities.*

Signatures above certify team member's agreement with this conclusion. Dissenting team members must present a separate statement.

Note: If parent signature is missing, check:

- ☐ Did not attend (efforts to involve parent documented)
- ☐ Participated via telephone, videoconference or other means
- ☐ Copy of Eligibility Determination mailed to parents (date) _____

*Report must contain documentation of

- appropriate, high-quality research-based instruction;
- repeated assessment of achievement during instruction reported to parents;
- amount of time instructional strategies implemented;
- decision of agency to refer child for evaluation to determine if special education and related services are needed; and
- evaluation data.

The report must show that the child:

- (1) does not demonstrate achievement commensurate with his age; and fails to demonstrate a rate of learning to meet state-approved results when assessed with a response to scientifically response-based intervention process; or
- (2) demonstrates a pattern of strengths and weaknesses in performance, achievement, or both, that is determined by the team to be relevant to the identification of a specific learning disability using appropriate assessments; or
- (3) demonstrates a pattern of strengths and weaknesses in performance, achievement, or both, relative to intellectual development that is determined by the team to be relevant to the identification of a specific learning disability using appropriate assessments.